



Phonics Evening

Main Objectives

The purpose of phonics

Learning to use phonics

The phonics phases and how it is taught

How to pronounce the phonemes

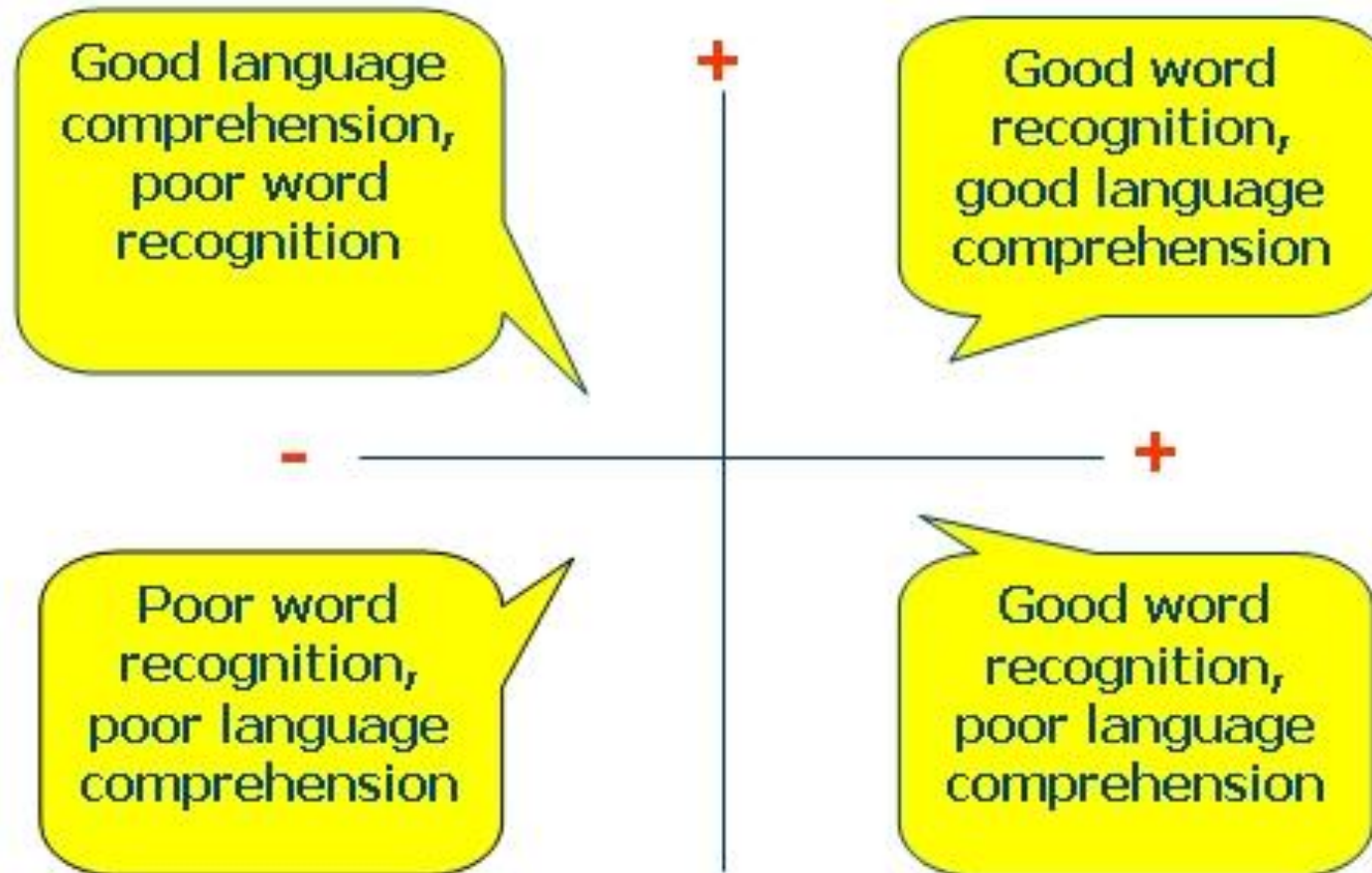
The phonics screening check

Phonics and writing

How to help your child

Simple view of reading (Rose Report 2006)

The Rose Report emphasises the importance of phonics as the prime approach to teaching word recognition for the vast majority of children, including those with English as an additional language. Moreover, high-quality phonic teaching, following the principles above, can substantially reduce the number of children who fall below age-related expectations. This focus on quality-first teaching should reduce the need for intervention in many cases.



Effective phonics techniques are embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.



At St Peter's School we use Letters and Sounds across EYFS and KS1.

Phonics is taught as part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness

- It is multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- It is systematic, that is to say, it follows a carefully planned and structured programme, There are 6 phases that follow a set sequence (Revist/Review, Teach, Practise, Apply, Assess) reinforcing and building on previous learning to secure children's progress
- It is taught discretely and daily for 20 minutes at a brisk pace
- The children are provided with opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading (spelling detectives)
- Progress in developing and applying phonic knowledge is carefully assessed and monitored.

1. What is a phoneme?
2. How many phonemes are in the word **'strap'**?
3. a) What is a digraph? b) Give an example
4. a) What is a CVC? b) Give an example
5. a) What is a 'trigraph'? b) Give an example
6. How many phonemes are in the word 'twenty'?
7. Write down at least four different ways of representing /ai/
8. What is the best guess when you write /ai/ at the end of a word?

Phonemes

Phonemes are the smallest unit of sound in a word.

There are 44 phonemes.

Children start by learning the initial sounds s a t p i n

Graphemes

Graphemes are the letters that represent a phoneme

S ee air

Phonemes

Once children have learnt the single phonemes

Digraphs- two letters that make one sound ch ai ur sh

Trigraphs- three letters that make one sound ure air ear igh

Teaching phonics requires a technical skill in enunciation

Phonemes should be articulated clearly and precisely

<https://www.youtube.com/watch?v=MOW3pB2KwGA>

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel also known as long vowel phoneme

ai ee ar oy

Adjacent consonants formally known as blends.

Letter combinations where each letter makes an individual phoneme

sp st sk sl
tr ft nt lt
mp un lp dr
cl sw cr sm

e.g. **step** **list** **clap** **grasp** **strap**

Children with speech and language difficulties may find this tricky and will

Spot the cvc words.

bow few bun

Man cat lip

saw her pop

bow

few

bun

man

cat

lip

saw

her

pop

Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word - no text is used

For example, when a teacher calls out 'b-u-s', the children say 'bus'

This skill is usually taught before blending and reading printed words

Blending for reading

Children need to know the grapheme/phoneme correspondence in a written word.

Recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'

Ch-i-p (two fingers to represent a digraph and 1 for a single letter that makes a sound).

We use sound buttons to identify single graphemes and a dash to identify 2 or more graphemes



Sound button activity.

p i g c h i c k s h i p b o y

f i l l w h i p s o n g f o r

d a y s t r a w w h i z z c o n e

c a k e h u f f c o w b r e a k

Let's have a go at blending!

Shark
queep
stright

Segmenting for spelling

Identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'

A segmenting activity
slip
chirp

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Segment the following words:

shelf

dress

think

string

sprint

flick

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
flick	f	l	i	ck		

Split digraphs

a_e e_e i_e o_e u_u

The digraph i_e makes the phoneme

Like

The same phoneme can be represented in more than one way

The same phoneme can be represented/spelled in more than one way.

This is very common particularly among the vowels, e.g. **rain, may, lake**

burn, first, term, heard, work

Chip, school, chef

BEST GUESS

/ai/

Overall: **a_e**

Usually only in the
middle of words:

ai

Usually only at the
end of words:

ay

Tricky words





Some words are not phonically decodable!

Said

Was

Some

Phonics screening check

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

- June-all year
1 children
- Real and
pseudo words
- Pass mark in
recent years
32/40

Applying phonic knowledge

When assessing we expect the children to be applying their phonic knowledge in their writing. Phonic word mats should be available and referred to.

Children start to make phonic attempts in their writing.

How can I help my child?

Visit the websites and apps provided on the handout this evening- Play games to encourage your child's phonic development.

If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.

Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger over the top whole word as you say it.

Discuss the meaning of words in the text to ensure understanding

Read as much as possible to and with your child. Spot the grapheme/phonemes in words. Encourage children to use their fingers when sounding out

Praise and reward-encourage 'have a go' approach

Play listening games, sing nursery rhymes and listen for rhyming words - Most importantly have fun!